DOCUMENT RESUME

ED 193 857 EC 130 820

TITLE	School-Home-Community Services for 3-5 Year Old Hearing Impaired Children.
INSTITUTION	Educational Planning and Evaluation Services, Magnolia, Ark.; Texarkana School District 7, Ark.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 79
GRANT	G007602068
NOTE	58p.; Print is marginal and may not reproduce well.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Hearing Impairments; *Parent Education; Preschool Education; Program Descriptions; Program Evaluation
IDENTIFIERS	Final Reports

ABSTRACT

The final report discusses achievements of a 3 year program for hearing impaired preschoolers. The following topics are addressed in the report: program objectives (involving the community, improving student skills, and training parents); program variables (personnel, process of conducting program activities, and student behavioral changes); the project's evaluation plan; evaluation findings; and summary, conclusions, and recommendations. Among conclusions listed is that, as a whole, the program was successful in improving the developmental skills of the participants. Appended material includes a summary chart of the project evaluation design. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED193857

EC

EC130820

1978-79
FINAL EVALUATION REPORT
SCHOOL-HOME-COMMUNITY SERVICES
FOR 3-5 YEAR OLD HEARING IMPAIRED CHILDREN

Miller County Special Education Cooperative
223 East Short 10th Street
Texarkana, Arkansas 75501

Prepared by

Educational Planning and Evaluation Services, Inc.
P. O. Box 689
Magnolia, Arkansas 71753

June 1979

TABLE OF CONTENTS

		Page
I.	Background Information	1
II.	Locale	1
III.	Program Objectives	2
	A. Overall Program Objectives	2
	B. Component Objectives	2
	1. Identification Component	2
	2. Instructional Component	2
	3. Parent-Family Component	3
IV.	Identification and Description of Program Variables	4
	A. The Personnel Variable	4
	1. Students	4
	2. Project Staff	5
	3. Consultants	5
	4. Evaluator	5
	5. Advisory Council	6
	B. Instructional or Process Variables	6
	1. Organizational Structure	6
	2. Program Activities	7
	3. Facilities	12
	4. Program Costs	12
	C. Behavioral Variables	14
V.	The Planned Evaluation	14
VI.	Evaluation Findings	15
	A. Overall Program Objectives	15
	B. Identification Component	17
	C. Instructional Component	19
	D. Parent-Family Component	24
VII.	Summary, Conclusions, and Recommendations	27
	A. Summary	27
	B. Conclusions	30
	C. Recommendations	30
	Appendix	

FEB 2 6 1980

I. BACKGROUND INFORMATION

Providing an education for children with special learning needs has become an important educational issue in recent years. Court decisions and new state legislation are mandating appropriate education for all handicapped children. New emphasis is being placed on early intervention, working with preschoolers both to prevent handicaps and to modify their effect.

Although there are many areas of special education which require immediate attention, children having hearing impairments seem to be a critical area. Children with hard-of-hearing problems remain largely without proper educational attention. In Arkansas, relatively little has been done to provide early childhood programs for the hard-of-hearing. At the time this program was initiated it was estimated that only 10 percent of the children with hard-of-hearing problems in Arkansas were being served, as compared with 20 percent nationally. Prior to the initiation of the program, there were no facilities available in southwest Arkansas which provided services to hard-of-hearing children.

During the regular session of the 1973 Arkansas legislature, Act 102 became a law. This law requires school districts to provide special education sufficient to meet the needs of handicapped school-age children in the state within six years or by the 1979-80 school year. This law propelled the need for providing educational services for handicapped children in the state.

Because of (1) the lack of programs to serve preschool children with hard-of-hearing handicaps in Miller County and Little River County, Arkansas, and throughout the state, (2) the charge to Arkansas educators through Act 102 of 1973 to provide for the education of handicapped children, and (3) the importance of early intervention to assist pre-school children to cope with their handicaps, the Texarkana School District submitted an application for a grant to the Bureau of the Handicapped to develop a model program for providing school-home-community services for 3-5 year old hearing impaired children. The grant was awarded, and this document describes the current operating program and presents a progress report up to the present time.

II. LOCALE

The School-Home-Community Program for 3-5 year old hearing impaired children was administered by the Texarkana, Arkansas School District but operated throughout Miller and Little River counties in Arkansas. Miller and Little River counties are located in the southwestern part of the state and have a population of approximately 11,172 students or 2.32 percent of the total Arkansas school population. School districts and their individual student enrollments include: Foreman with 751 students, Ashdown with 2,121 students, Winthrop with 253 students, Garland with 185 students, Bright Star with 302 students, Genoa Central with 535 students, Fouke with 656 students, and Texarkana with 6,369 students.

III. PROGRAM OBJECTIVES

The objectives for the overall program and its components are stated below.

A. Overall Program Objectives

1. The project staff will demonstrate ability to involve community agencies and groups in initiating a model program for the children with hard-of-hearing handicaps as indicated by project records. It is expected that records will show that at least 10 different community agencies or groups have provided referrals to project participants.

2. The students in the project will improve their adaptative skills as measured by the total number of skills mastered. It is expected that students will make a 15 percent gain in the total number of skills mastered.

3. The parents of children in the program will respond positively to the model hard-of-hearing project as indicated by their participation in the parent training activities. It is expected that project records will show that parents of all children attended at least three training activities.

B. Component Objectives

1. Identification Component

a. By the end of May, 1979, the project staff will have located children, ages 3-5, with hard-of-hearing handicaps in the project area. It is expected that 20 such children will be located and that a roster of such children will be available showing name, place of residence, and a description of the severity of the handicapping condition.

b. By the end of May, 1979, the children who have been found with hard-of-hearing handicaps will have received appraisal services and an evaluation report will be available on them. It is expected that a checklist will show that each participating child's evaluation report contains information about the (a) nature of the handicapping condition, (b) identified needs of the child, and (c) recommendations of types of services and/or activities most appropriate for the child.

2. Instructional Component

a. The participants in the model program will improve their language or speech reading skills as measured by the Teaching Research Curriculum placement test or a teacher made speech reading/auditory training checklist. It is expected that the

mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.

b. The participants in the model program will improve their social skills as measured by (a) the Portage Behavior Checklist and (b) the Maladaptive Behavior Checklist. It is expected that (a) the mean number of social skills mastered by the participating students during the 1978-79 school year will be 10, and (b) the posttest score will be 10 percent lower than the pretest score.

c. The participants in the model program will improve their physical movement skills as measured by the Teaching Research Curriculum for Moderately and Severely Handicapped Placement Test. It is expected that the mean number of tasks mastered at the end of the year will be at least 20 percent greater than the mean number of tasks mastered at the beginning of the year.

d. The participants in the model program will improve their cognitive skills as measured by the Teaching Research Curriculum for Moderately and Severely Handicapped Placement Test. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.

3. Parent-Family Component

a. The parents of children in the model program will demonstrate knowledge of techniques for helping their child at home as measured by feedback questionnaires given at the end of each group training session or by a rating scale given at the end of an individual training session. It is expected that 70 percent of the parents will achieve the objectives of the group training sessions or receive a rating of very good, good, or average at the individual training session.

b. The parents of children in the model program will display knowledge of referral sources that can provide services to their children as measured by a feedback questionnaire. It is expected that all parents of children in the program will be able to name one or more referral source.

c. The parents of children in the model program will respond positively to the model preschool program for hearing impaired children as measured by their responses on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

IV. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

The program variables consist of the personnel involved in the program, the process by which the program activities are conducted, and the behavioral changes to be elicited from the participants. These variables for the school-home-community program for three to five year old hearing impaired children are described in the section to follow.

A. The Personnel Variable

The personnel involved in the program are the students, staff, consultants, evaluator, and the advisory council.

1. Students

The students served in the program were hard-of-hearing children, from ages 3 to 5, residing in Miller and Little River counties. To be eligible for participation in the program, the participants must have met the standards established by the Special Education Division of the Arkansas Department of Education. This standard states that the hearing impaired child is one who has normal intelligence and relatively flat audio metric contour, an average pure tone threshhold of 50 decibels or greater in the better ear for the two frequencies within the 500-2000 CPS frequency range, and cannot profit from normal classroom placement.

The final selection of the children to participate in the program was the primary responsibility of the project staff, dependent upon the permission of the parents.

Fifteen children were enrolled in the program this year. The age, race, and sex of the children are shown in Table 1.

Table 1: THE CHARACTERISTICS OF THE STUDENTS INVOLVED IN THE MILLER AND LITTLE RIVER COUNTIES 1978-79 PROGRAM FOR HEARING IMPAIRED CHILDREN

Name	Age* Yrs-Mos	Race		Sex	
		White	Black	Male	Female
AA	4-5	X			X
LA	4-1	X		X	
TB	4-2	X			X
GB	5-5		X	X	
GB	3-1		X	X	
MF	4-3	X			X
SH	4-1		X	X	
BI	3-5	X		X	
CI	5-5	X		X	
WL	3-2		X	X	
SM	5-4	X		X	
NR	2-6		X	X	
CS	3-5		X	X	
DT	5-7		X		X
GW	6-5		X	X	
Total	M=4-5	7	8	11	4

*Age as of September 1, 1978

2. Project Staff

The project staff consisted of a project director, assistant project director, two teachers, two teacher aides, and a secretary. The project director provided overall direction to the program and acted as liaison between the school administration and the various coordinating groups related to various project functions. The assistant project director worked with the referral sources, assessment personnel, parents, and teachers, and conducted screening of prospective hard-of-hearing students. The teachers were involved in the screening process and provided direct services to the parents and students. The aides provided needed assistance to the teachers and students. The characteristics of the project staff are shown in Table 2.

Table 2: THE CHARACTERISTICS OF THE PROJECT STAFF INVOLVED IN THE MILLER AND LITTLE RIVER COUNTIES PROGRAM FOR HEARING IMPAIRED CHILDREN

Name	Position	Sex		Race		Highest Degree	Years of Experience
		M	F	B	W		
Ken Reich	Project Director	X			X	MEd	16
Dona Odom	Assistant Project Director		X		X	HS	10
Cherie May	Teacher		X		X	MA	3
Jeannie Snodgrass	Teacher		X		X	MA	1
Nellie Moseley	Secretary		X		X	HS	2
Nancy Merritt	Teacher Aide		X		X	HS	1
Pam Ryan	Teacher Aide		X		X	HS	1

3. Consultants

Consultative assistance was available from WESTAR. WESTAR provided training in the procedures for implementing the Teaching Research curriculum during the 1977-78 school year. During the 1978-79 school year they conducted a follow-up workshop.

4. Evaluator

The evaluator for the project was Dr. Dean C. Andrew of Educational Planning and Evaluation Services, Inc. Located in Magnolia, Arkansas. Dr. Andrew has the doctorate degree in educational psychology and has experience in teaching, administration, and program evaluation.

5. Advisory Council

The advisory council was organized, with representation from LEA personnel, parents, and personnel from allied professions such as public health, social welfare, mental health, and medicine. The characteristics of the advisory council are shown in Table 3.

Table 3: THE CHARACTERISTICS OF THE ADVISORY COUNCIL INVOLVED IN THE MILLER AND LITTLE RIVER COUNTIES PROGRAM FOR HEARING IMPAIRED PRESCHOOL CHILDREN

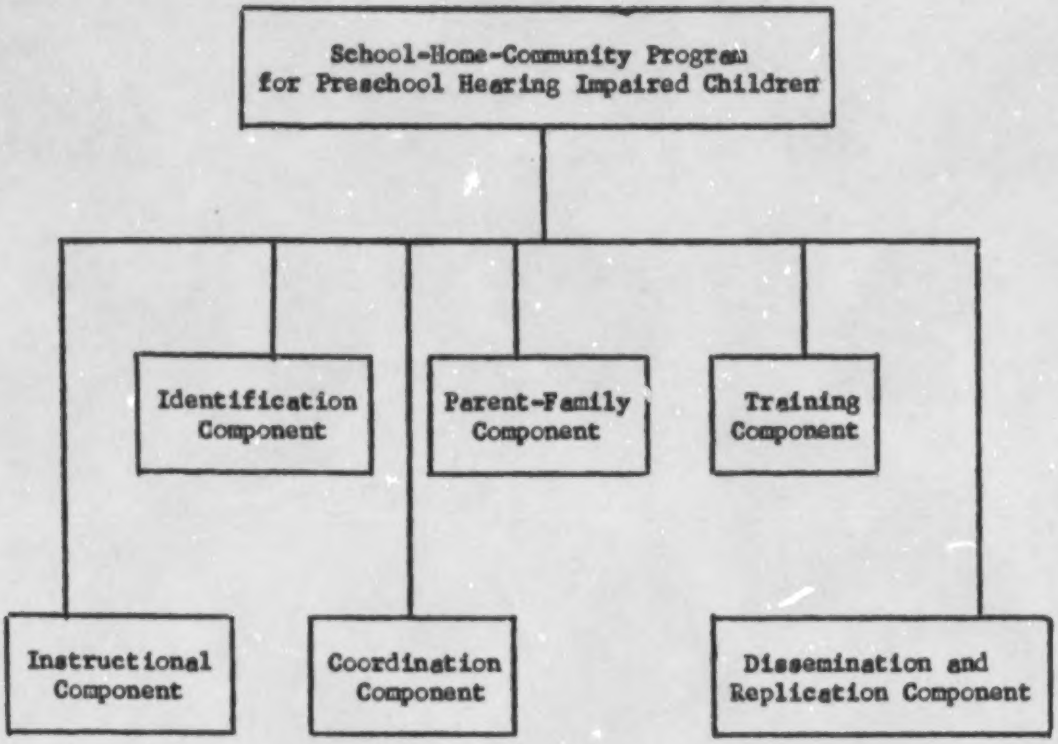
Name	Position	Group Represented
Edward D. Trice	Superintendent of Schools	Public School
J. L. Ussery	Asst. Supt. of Schools	Public School
Mary Sims	School Nurse	Public School
Margaret Edwards	Elementary Supervisor	Public School
Martha Welch	Director	Miller Co. Health Dept.
J. E. Rorie	Pediatrician	Medical Association
Lee Randall	Minister	Ministerial Alliance
Mr./Mrs. Charlie Hood		Parents
Mr./Mrs. Lloyd Ivey		Parents
Mr./Mrs. D. Settlemier		Parents

B. Instructional or Process Variables

The instructional or the process variables are those activities and methods used to achieve the program objectives. In the Miller County and Little River County School-Home-Community Program for Early Childhood Hearing Impaired Children, these variables are the organization, program activities, facilities, and program costs. They are described below.

1. Organizational Structure

The project was designed to provide school-home-community services to preschool children with hearing impairments. The project coordinator was directly responsible to the Supervisor of Special Education who was responsible to the Superintendent of Schools. The project staff was directly responsible to the Special Education Supervisor. Project staff personnel had a cooperative staff relationship with other school personnel in the school system. The figure below shows the program organisational structure for the 1978-79 program and the components involved in the program.



2. Program Activities

Each of the program components will be identified and the major activities that are being conducted will be described.

a. Identification Component Activities

The activities in this component are concerned with locating and evaluating three to five year old children with hearing impairments in the target area.

In finding the target children, the project staff contacted various referral sources and oriented them to the project. They sought their assistance in disseminating information about the program and in locating target children. Various governmental agencies, community groups, public schools, private kindergartens, medical personnel and private organizations were contacted. Communication media activities conducted in the child search during the third year of the program include radio announcements and TV announcements. Announcements were sent home with children in each of the schools involved, and letters were sent to ministers in the project area. In addition to these contacts, the project

staff conducted hearing screening tests for all children in kindergarten and day care centers in all school districts in the target area, Miller and Little River counties. When potential hearing impaired children were located, they were referred for evaluation with parent approval.

The evaluation of the children included the use of psychological tests, vision and hearing tests, medical examinations, and assessment of educational, adaptive behavior, and social functioning skills. Upon completion of the evaluation, an evaluation conference was held involving the parent, project staff, and evaluation specialists. At the evaluation conference, written permission was obtained from the parent to enroll the child in the program.

b. Instructional Service Component

The activities in this component were designed towards fulfilling the needs of the participant as well as providing training activities necessary for preparing the staff to maximize their efforts with the early childhood hearing impaired children. The planned activities included the development of an individual education plan for each child based on the evaluation information and diagnostic test results obtained by the teachers. Classroom activities were directed towards improving the child's use of residual hearing and helping the child develop and/or improve lip reading skills, speech and language skills, fine and gross motor skills, and social skills. The instructional content and some of the procedures were taken from the following programs: (1) Portage Program for Early Childhood Education; (2) The Peabody Language Development Program; (3) Systems 80; (4) Duso Kit D-1, and (5) The Teaching Research Curriculum for Moderately and Severely Handicapped.

Services were provided the student by two teachers, and two teacher aides. Children were enrolled in classes located on the Carver kindergarten campus. The school day ran from 8:30 a.m. to 3:00 p.m., five days a week. Scheduled parent training sessions were held at the school with individual parents. The typical classroom schedule is shown on the following pages for each teacher. Four of the participating students were "mainstreamed" in regular kindergarten for part of the day.

Cherie May - Teacher

Time	Day	Child	Activity
8:45 - 9:00	T-Th	Sean	Expressive Language
9:00 - 9:15	M-T-W-Th-F	group A	Cognitive & Preacademic
9:15 - 9:30	M-T-W-Th-F	group B	Cognitive & Preacademic
9:30 - 10:30	Snack-Restroom-Recess		Social skills
10:30 - 10:45	M-W-F	Tammy	Reading
	T-Th	Gerald	Expressive Language
10:45 - 11:00	M-W-F	Shelton	Receptive Language
	T-Th	Wayne	Expressive Language
11:00 - 11:15	M-W-F	Angie	Reading
	T-Th	Tammy	Receptive Language
11:15 - 2:00	Rest time and Recess Lunch		Social skills
2:00 - 2:15	M-W-F	DerMecia	Receptive Language
	T-Th	DerMecia	Expressive Language
2:15 - 2:30	M-W-F	Martelle	Receptive Language
	T-Th	Brian	Expressive Language
2:30 - 2:45	M-W-F	Brian	Reading
	T-Th	Glen	Receptive Language

Jeannie Snodgrass - Teacher

Time	Day	Child	Activity
8:45 - 9:00	M-W-F	Angie	Expressive Language
9:00 - 9:15	M-W-F	Sean	Expressive Language & Speech
	T-Th	Gary	Expressive Language & Speech
9:15 - 9:30	M-W-F	DarMecia	Expressive Language & Speech
	T-Th	Martelle	Expressive Language & Speech
9:30 - 10:00	M-W-F	Lance	Determining Needs
9:30 - 10:30	Snack & Restroom - Recess		Social Skills
10:30 - 10:45	M-T-W-Th-F	group C	Cognitive Pre-academic Skills
10:45 - 11:15	M-T-W-Th-F	group D	Cognitive Pre-academic Skills
11:15 - 2:00	Lunch, Rest, Recess		Social Skills
2:00 - 2:15	M-W-F	Shelton	Expressive Language
	T-Th	Angie	Receptive Language
2:15 - 2:30	M-W-F	Glen	Expressive Language
	T-Th	Tammy	Expressive Language
2:30 - 2:45	M-W-F	Wayne	Reading
	T-Th	Cameron	Expressive Language & Speech

c. Parent-Family Component Activities

The overall purpose of this component was to involve the parents of the hearing impaired children in the educational process. After the project staff screened children for hearing impairments, conferences were held with the parents of potential target students. Consultation services and referral services were provided parents of students whose initial screening indicated a hearing difficulty. The staff made arrangements for parents to take children to an audiologist for an indepth hearing evaluation. After the children were enrolled in the program, parent conferences were held both individually and as a group. Teachers demonstrated learning activities parents could apply at home. Monthly contact with parents was maintained by telephone, mail, interviews, or personal contact.

d. Coordination Activities With Community Agencies

The activities conducted in coordinating the program activities with services or activities of various community groups include: (1) speaking to various public, private, and governmental agencies, civic groups, school personnel, and parents to tell them about the program; (2) receiving referrals from the above groups; (3) obtaining services from the Texarkana School District such as physical facilities for staff, parttime secretary, cafeteria services, classroom facilities, equipment, and bus service; and (4) medical personnel cooperating in providing referrals and information about referral students and providing medical services as needed.

Services provided by various community agencies included hearing screenings for Little River County children at the Garland Memorial Hospital, hearing evaluations at Temple Memorial Treatment Center, transportation by Human Development Services, and obtaining birth certificates by Social Services.

An advisory council has been organized, and one official meeting was held. The functions of the advisory council were to assist the project staff in planning program activities, to disseminate information about the program, to help obtain referrals of potential target children, and to help in evaluating the effectiveness of the program. Council members were invited to attend group meetings called by the assistant director.

e. Staff Training Activities

The training activities were designed to prepare the staff and the parents of children in the program to be more effective in providing services to the target children. A follow-up workshop with WESTAR was held during the second semester. Where participating children were mainstreamed in regular kindergarten classes, orientation sessions were held with receiving teachers.

f. Dissemination and Replication Activities

During the first operational year, dissemination activities were primarily limited to telling various groups and individuals about the program. This was particularly true in child search activities. These activities continued, as announcements about the program information were disseminated to local churches, public schools, and referral sources, and a TV program was presented concerning the project.

A brochure describing the program was developed during the second program year and continued to be distributed to various schools, community groups, and to people requesting information about the program. Presentations about the program was made at professional meetings, education fairs, junior high school and college classes, and to community groups.

3. Facilities

The project staff was housed in the Instructional Center of the Texarkana Public Schools. The classroom facilities in the project consisted of a two-room portable building which was part of the Texarkana Public School System. The program was located at Carver Kindergarten, 2300 Preston Street, Texarkana, Arkansas.

4. Program Costs

The funds for operating the project came from federal and local funds. Local funds included monies provided by the state as well as local education agency funds. The project budget as shown in the proposal is shown below.

Budget Category	Requested Federal Funds	Local Funds
ADMINISTRATION		
Director & Assistant Director Salary	$20,339.00	$10,000.00
Secretary Salary	6,500.00	
Audit	161.00	
Travel Expense	3,500.00	
Administration Telephone	2,000.00	
Office Supplies	750.00	
TOTAL ADMINISTRATION	33,250.00	
INSTRUCTION		
Special Education Teachers Salary	30,000.00	
Aides Salary	12,000.00	
Speech Therapist Salary	10,000.00	
Evaluation	3,750.00	
Instructional Supplies	3,500.00	
Instructional Travel	3,250.00	
Pupil Transportation/Carryover	11,557.53	750.00
TOTAL INSTRUCTION	74,057.53	
CONSULTANTS		
Medical Services	700.00	
Psychological Services	500.00	2,750.00
Speech and Audiology Services	2,000.00	
Staff Training	1,384.00	
TOTAL CONSULTANTS	4,584.00	
FIXED CHARGES		
FICA Matching-Administration	1,633.00	
FICA Matching-Teachers & Aides	2,541.00	
FICA Matching-Speech Therapist	605.00	
Teacher Retirement-Administration	3,267.00	
Teacher Retirement	5,082.00	
Teacher Retirement-Speech Therapist	1,210.00	
Unemployment Tax-Administration	837.00	
Unemployment Tax-Teacher & Aides	1,302.00	
Unemployment Tax-Speech Therapist	210.00	
TOTAL FIXED CHARGES	16,787.00	

(continued on page 14)

Budget Category	Requested Federal Funds	Local Funds
FOOD SERVICES	500.00	
EQUIPMENT		
Instructional Equipment	1,400.00	
Administrative Equipment	800.00	
TOTAL EQUIPMENT	2,000.00	
		5,500.00
TOTAL BUDGET	131,379.53	

C. Behavioral Variables

Both cognitive and affective behaviors were of concern in the project. The cognitive behaviors involved in the project were: (1) children's improvement in their language or speech reading skills, social skills, cognitive skills, and physical movement skills; (2) parents' knowledge of referral sources, and helping techniques; and (3) the project staff's ability to locate hearing impaired children, to arrange for evaluating such children, and to coordinate project activities with other community agencies and programs.

The affective behaviors of concern in the project are the positive responses of parents toward the program and the attitude of parents toward their hearing imparied child.

V. THE PLANNED EVALUATION

The evaluation plan is designed to answer the following questions:

A. Can a model program for hearing impaired preschool children be implemented involving the school, home, and community?

B. Does a program of early intervention with hearing impaired children provide an opportunity for the children to remain in the mainstream of the regular educational program?

C. To what extent can the program objectives be achieved in relationship to selected predetermined standards based on baseline information and/or opinions of project personnel?

The evaluation design summary charts found in the Appendix contain the program objectives, measuring instruments, and the data collection procedures for the overall program and each program component.

VI. EVALUATION FINDINGS

In reporting the evaluation findings, the objectives will be stated, and then the evaluation information will be presented. This pattern will be followed for each objective.

A. Overall Program Objectives

Objective 1. The project staff will demonstrate ability to involve community agencies and groups in initiating a model program for the children with hard-of-hearing handicaps as indicated by project records. It is expected that records will show that at least 10 different community agencies or groups have provided referrals to project participants.

Members of the project staff contacted numerous referral sources to tell them about the project and solicit their help in locating children who could benefit from enrollment in the program. Project records showed that 15 different community agencies or groups referred 75 children thereby achieving this objective. The referral sources and number referred by each are presented on the table below.

Table 4: SOURCES OF REFERRALS OF HARD-OF-HEARING CHILDREN TO THE PRESCHOOL HANDICAPPED PROJECT

Group or Agency	No. of Referrals
Temple Memorial Home	3
Local Ministers	2
Local Doctors	6
Miller County Social Services	3
Miller County Public Health Unit	2
Day Care Centers	6
Wilton Headstart Program	2
Little River Private Church Kindergartens	2
Miller County Private Church Kindergartens	2
Local Education Agencies	36
Texarkana Area Society for the Hearing Impaired	1
Local Nursing Home	1
SCAN-Suspected Child Abuse and Neglect	1
Ark-Tex MHMR Center	1
Parents	7

Total number of referrals = 75
Total number of sources = 15

Objective 2. The students in the project will improve their adaptative skills as measured by the total number of skills mastered. It is expected that students will make a 15 percent gain in the total number of skills mastered.

Students in the program were instructed in language, pre-academic, motor, cognitive, and social skills throughout the school year. To determine the increase in overall skill achievement pre and posttests were administered at the beginning and end of the year, and the gains in the tasks students performed were computed. Table 5 presents the mean pre and posttest scores in each of the curriculum areas and a total mean for all children in all areas. Since some students did not take all tests, the total reflects weighted means.

Table 5. SUMMARY OF SKILLS MASTERED BY CHILDREN IN THE PRESCHOOL HARD-OF-HEARING PROGRAM

Skill Area	N	Mean Number of Tasks Mastered		Difference	Percent of Improvement
		Pretest	Posttest		
Receptive Language	15	10.1	16.5	6.4	63.4
Expressive Language	15	4.3	9.6	5.3	123.3
Reading	14	3.0	9.0	6.0	200.0
Writing	14	3.2	7.1	3.9	121.9
Motor	12	12.4	20.0	7.6	61.3
Cognitive	12	.6	8.6	8.0	1333.3
Social	13	8.3	16.8	8.5	102.4
Total	95	6.0	12.4	6.4	106.7

Data in Table 5 show that a high rate of improvement occurred in each of the curriculum areas for the group of participants. The area showing the greatest percent of gain was cognitive. For all skill areas combined the mean gain was 106.7 percent, far exceeding the anticipated level. Overall Objective 2 was achieved.

Objective 3. The parents of children in the program will respond positively to the model hard-of-hearing project as indicated by their participation in the parent training activities. It is expected that project records will show that all parents attend at least three training activities.

Parent training was conducted informally throughout the school year as individual needs arose. The project staff maintained close contact with parents by telephone, mail, and interview. More formal parent training was conducted in three sessions held in March, April, and May.

At the March parent meeting teachers showed parents ways to help their children at home. At the April meeting an audiologist and a speech therapist from Temple Memorial Home spoke to the parents on speech and hearing problems. The May meeting was a dinner meeting which included discussion of problems, a question and answer session, and parents' evaluation of the program.

Table 6 shows the number and kinds of contact made with parents during the year.

Table 6. SUMMARY OF PERSONAL CONTACT MADE WITH PARENTS OF STUDENTS IN THE PRESCHOOL HANDICAPPED PROGRAM

Initials of Child in Program	Interview	Mail	Phone	Meeting	Number of Contacts
A.A.	2	1		1	4
L.A.	2	1	1	1	5
T.B.	1	1	2	1	5
G.B.		1			1
G.B.		1			1
M.F.	1	1	1	2	5
S.H.	2	1	2	2	7
D.I.	10	1	1	2	14
C.I.	10	1	1	2	14
W.L.		1			1
S.M.	1	1	1	1	4
N.R.	1	1	2	2	6
C.S.	1	1	1		3
D.T.	2	2		1	5
G.W.		1	1	1	3

The summary of parent contacts in Table 6 indicates that parents of 12 of the 15 children in the program were contacted at least three times during the school year. The parents of the other three children were contacted one time. While parent involvement was good for the majority of the participants, the level of involvement for effective training activities to take place was less than expected in the objective.

B. Identification Component

Objective 1. By the end of May, 1979, the project staff will have located preschool children, ages 3-5, with hard-of-hearing handicaps in the project area. It is expected that 20 such children will be located and that a roster of such children will be available showing name, place of residence, and a description of the severity of the handicapped condition.

During the 1978-79 project year the assistant project director conducted extensive location activities throughout Miller and Little River counties. Announcements were made on television and radio to explain the availability of the hard-of-hearing program. Posters were placed in all elementary schools and 76 churches in the area served, notes were sent home by children in all schools in the county.

Screening for hearing defects was conducted on children referred. Thirty-seven screenings resulted in referrals for in-depth ear examination. As a result 15 children were found eligible for placement in the program. One child was deaf, six had mild or moderate hearing loss, several were language delayed as a result of ear infections during the early stages of language development. Two children were language delayed because their parents are deaf and without spoken language.

Table 7 gives the roster of children in the program.

Table 7. CHILDREN MEETING ELIGIBILITY CRITERIA FOR PARTICIPATION IN THE PRESCHOOL HARD-OF-HEARING PROGRAM

Initial of Child	Place of Residence	Age at Entrance Yrs-Mos	Severity of Handicapping Condition
A.A.	Texarkana, Ark.	4-5	Language delayed
L.A.	Texarkana, Ark.	4-1	Mild hearing loss/language delayed
T.B.	Texarkana, Ark.	4-2	Language delayed
G.B.	Texarkana, Ark.	5-5	Severe language delayed
G.B.	Texarkana, Ark.	3-1	Severe language delayed
M.F.	Texarkana, Ark.	4-3	Severe language delayed
S.H.	Texarkana, Ark.	4-1	Mild hearing loss
D.I.	Texarkana, Ark.	3-5	Mild hearing loss/language delayed
C.I.	Texarkana, Ark.	5-5	Language delayed
W.L.	Texarkana, Ark.	3-2	Language delayed
S.M.	Texarkana, Ark.	5-4	Moderate hearing loss
N.R.	Texarkana, Ark.	2-6	Moderate hearing loss
C.S.	Texarkana, Ark.	3-5	No language
D.T.	Wilton, Ark.	5-7	Deaf
G.W.	Texarkana, Ark.	6-5	Moderate hearing loss

Objective 2. By the end of May, 1979, the children that have been found with hard-of-hearing handicaps will have received appraisal services, and an evaluation report will be available on them. It is expected that a checklist will show that each participating child's evaluation report contains information about the (a) nature of the handicapping condition, (b) identified needs of the child, and (c) recommendations of types of services and/or activities most appropriate for the child.

A checklist was maintained by the project staff that showed the handicapping condition and needs of each child. The teaching staff in the hard-of-hearing program used the Teaching Research Curriculum as a teaching guide. This curriculum included an individual assessment of each child's needs in the areas of receptive and expressive language, reading, writing, motor and cognitive skills. In addition, the participant's social skills and behavior were assessed. From the information learned in the diagnostic tests, individual educational plans were developed for each child and followed by the teachers throughout the school year in teaching the children. The following table shows that all participants received the necessary appraisal services.

Table 8: THE EXTENT THAT COMPREHENSIVE EVALUATION INFORMATION IS AVAILABLE ON EACH PARTICIPATING CHILD

	Extent Individual Education Plan is Completed							
	Child Descriptive Data		Child Assessment Data		Program Delivery Model		Support Services	
Initial of Child	Yes	No	Yes	No	Yes	No	Yes	No
A.A.	X		X		X		X	
L.A.	X		X		X		X	
T.B.	X		X		X		X	
G.B.	X		X		X		X	
G.B.	X		X		X		X	
M.F.	X		X		X		X	
S.H.	X		X		X		X	
B.I.	X		X		X		X	
C.I.	X		X		X		X	
W.L.	X		X		X		X	
S.M.	X		X		X		X	
N.R.	X		X		X		X	
C.S.	X		X		X		X	
D.T.	X		X		X		X	
G.W.	X		X		X		X	

C. Instructional Component

Objective 1. The participants in the model program will improve their language or speech reading skills as measured by the Teaching Research Curriculum placement test or a teacher made speech reading/auditory training checklist. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.

The receptive and expressive language subtests of the Teaching Research Curriculum placement test were administered as a pretest in September 1978 and as a posttest in May 1979 to measure the extent to which this objective was achieved. Table 9 summarizes the test scores.

Table 9. SUMMARY OF IMPROVEMENT IN LANGUAGE SKILLS BY HARD-OF-HEARING CHILDREN ON THE TEACHING RESEARCH CURRICULUM PLACEMENT TEST, RECEPTIVE AND EXPRESSIVE LANGUAGE SUBTESTS

Initials of Child	Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
A.A.	24	37	13	54
L.A.	18	30	12	67
T.B.	13	31	18	138
G.B.	20	32	12	60
G.B.	10	20	10	100
M.F.	16	21	5	31
S.H.	11	26	15	136
D.I.	18	33	15	83
C.L.	23	33	10	43
W.L.	13	28	15	115
S.M.	16	23	7	44
N.R.	9	18	9	100
C.S.	1	6	5	500
D.T.	6	17	11	183
G.W.	19	36	7	34
Average	14.5	26.1	11.6	80

Information in the above table indicates that all children in the program increased their language skills beyond the expected level. The mean percent of improvement was 80 percent.

To further examine the acquisition of language skills, the one deaf child in the program was tested on speech or lip reading ability. The following table presents her pre and posttest scores on the children's speech reading test by Delores S. Dutt.

Table 10. SUMMARY OF DEAF CHILD'S IMPROVEMENT IN LIP READING ON A SPEECH READING TEST

Part of Test	Number of Tasks Performed		Difference
	Pre	Post	
Informal Checklist	3	7	4
Identification of Objects	0	11	11
Numbers	0	3	3
Total	3	21	18

The data in Table 10 show that this deaf child was able to respond correctly to three items on the Speech Reading test at the beginning of the year and to 21 items at the end of the year, or a 600 percent improvement.

This objective was achieved by all program participants.

Objective 2. The participants in the model program will improve their social skills as measured by (a) the Portage Behavior Checklist and (b) the Maladaptive Behavior Checklist. It is expected that (c) the mean number of social skills mastered by the participating students during the 1978-79 school year will be 10, and (d) the posttest score will be 10 percent lower than the pretest score.

To measure the extent this objective was achieved pre and posttests were administered using the social skills subscale of the Portage Behavior Checklist and the Maladaptive Behavior Checklist. Table 11 presents the test results on the Portage test and Table 12 presents the Maladaptive Behavior test results.

Table 11: SUMMARY OF STUDENTS' IMPROVEMENT IN SOCIAL SKILLS BY HARD-OF-HEARING CHILDREN ON THE PORTAGE BEHAVIOR CHECKLIST

Child's Initial	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
A.A.	16	18	2	12
L.A.	5	15	10	200
T.B.	14	17	3	21
G.B.	10	23	13	130
M.F.	10	15	5	50
S.H.	7	22	15	214
D.I.	20	35	15	75
W.L.	10	15	5	50
S.M.	5	10	5	100
N.R.	1	8	7	700
C.S.	2	9	7	350
D.T.	5	15	10	200
G.W.	13	16	3	23
Mean	9.1	16.8	7.7	84.6

Information in the above table shows that five participants mastered at least 10 new socialization tasks on the Portage social skills subscale. The average number of tasks mastered by the group was 7.7. This was fewer than anticipated, thus this part of the objective was not achieved.

Table 12. SUMMARY OF HARD-OF-HEARING CHILDREN'S IMPROVEMENT IN SOCIAL BEHAVIOR ON THE MALADAPTIVE BEHAVIOR CHECKLIST

Child's Initials	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
A.A.	27	22	5	18.5
L.A.	24	16	8	33.3
T.B.	37	16	21	56.8
G.B.	36	28	12	33.3
M.F.	38	25	13	34.2
S.H.	53	41	12	22.6
B.I.	31	14	17	54.8
W.L.	33	10	23	69.7
S.M.	52	43	9	17.3
N.R.	47	22	25	53.2
C.S.	37	35	2	5.4
D.T.	46	18	28	60.8
G.W.	28	10	18	64.3
Mean	37.6	23.1	14.5	38.6

A reduction in the number of behavior characteristics indicates an improvement in maladaptive behavior. As seen in Table 12 all participants showed fewer incidents of maladaptive behavior at the end of the program than at the beginning of the year. All but one child made at least the desired 10 percent reduction in maladaptive behavior. Overall, the improvement was 38.6 percent which is well above the stated criterion. This part of the objective was achieved.

Objective 3. The participants in the model program will improve their physical movement skills as measured by the Teaching Research Curriculum for Moderately and Severely Handicapped Placement Test. It is expected that the mean number of tasks mastered at the end of the year will be at least 20 percent greater than the mean number of tasks mastered at the beginning of the year.

The motor skills subscale of the placement test for the Teaching Research Curriculum for Moderately and Severely Handicapped was used to measure the extent this objective was achieved. The pretest scores indicate the number of tasks in a hierarchy of difficulty each child was able to perform upon entrance to the program. The posttest scores show his end of the year performance on the same test. Table 13 presents the pre and posttest scores for each child, the difference or number of tasks learned during the year, and his percent of improvement. The mean data for the group is also given.

Table 13: SUMMARY OF HARD-OF-HEARING CHILDREN'S IMPROVEMENT IN MOTOR SKILLS ON THE MOTOR SCALES OF THE TEACHING RESEARCH CURRICULUM PLACEMENT TEST

Child's Initial	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
A.A.	17	19	2	12
L.A.	13	23	10	77
T.B.	11	24	13	118
G.B.	13	21	7	54
M.F.	15	25	10	67
S.H.	23	32	9	39
D.I.	16	22	6	38
W.L.	13	20	7	54
S.M.	14	24	10	71
W.R.	5	8	3	60
C.S.	2	6	4	200
D.T.	7	16	9	129
Mean	12.4	20.0	7.6	61.3

The data presented above show that all participants in the hard-of-hearing program improved their motor skills during the 1978-79 school year. This number of tasks mastered ranged from 2 to 13. The mean rate of gain was 61.3 percent. Thus, this objective was achieved.

Objective 4. The participants in the model program will improve their cognitive skills as measured by the Teaching Research Curriculum for Moderately and Severely Handicapped Placement Test. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.

The cognitive subscale of the placement test of the Teaching Research Curriculum for Moderately and Severely Handicapped was used to measure achievement of this objective. Table 14 presents the summarized test results.

Table 14: SUMMARY OF HARD-OF-HEARING CHILDREN'S IMPROVEMENT IN COGNITIVE SKILLS ON THE TEACHING RESEARCH CURRICULUM PLACEMENT TEST, COGNITIVE SCALE

Child's Initial	Number of Tasks Mastered		Difference	Percent of Improvement
	Pre	Post		
A.A.	1	13	12	1200
L.A.	1	10	9	900
T.B.	1	14	13	1300
G.B.	0	8	8	800
M.F.	0	12	12	1200
S.H.	2	14	12	600
D.I.	1	12	11	1100
W.L.	0	5	5	500
S.M.	1	10	9	900
N.R.	0	1	1	100
C.S.	0	0	0	0
D.T.	0	4	4	400
Mean	.58	8.58	8	1379

As shown above, all but one of the 12 students whose cognitive achievement was tested showed improvement at the end of the year. The number of cognitive tasks learned ranged from zero to 13. The percentage of gain for the total group was 1379. This objective was achieved.

D. Parent-Family Component

Objective 1. The parents of children in the model program will demonstrate knowledge of techniques for helping their child at home as measured by feedback questionnaires given at the end of each group training session or by a rating scale given at the end of an individual training session. It is expected that 70 percent of the parents will achieve the objectives of the group training sessions or receive a rating of very good, good, or average at the individual training session.

Three group training activities for parents were held during the 1978-79 project year. These were discussed under Overall Objective 2. A criterion referenced test was administered at the conclusion of the April meeting to measure the effectiveness of the training. Evaluation data was not available from the other training sessions. The following table summarizes the participants' achievement of the objective. Table 15 presents information on the test results on language problems, and Table 16 summarizes test results on hearing problems.

Table 15: SUMMARY OF PARENT RESPONSES ON A CRITERION REFERENCED TEST FOLLOWING TRAINING IN LANGUAGE PROBLEMS

Statement	Correct Responses No.	%
1. If a child points or gestures, it is best to (a) encourage him to use speech or sounds with the pointing (b) slap his hands (c) immediately get what he points to	4	80
2. If you talk or write notes to your child's teacher and/or speech therapist, they will think that you are (a) nosy (b) interested (c) critical	5	100
3. Which type game is good for a pre-school child? (a) number games (b) reading games (c) picture games	5	100
4. What a child says is (speech) (language) How he says it is (speech) (language)	0	0
5. Which statement is <u>not</u> correct? (a) Children pair words with meaning before they use them in speech (b) Children use all words they understand (c) Before children talk, they must have a need for speech	2	40
Mean	16	64

Table 16. SUMMARY OF PARENT RESPONSES ON A CRITERION REFERENCED TEST FOLLOWING TRAINING IN HEARING PROBLEMS

Statement	Correct Responses No.	%
1. A hearing loss can make a child (inattentive) (b) turn blue (c) lazy	5	100
2. A child's hearing should be checked (a) once a month (b) yearly (c) as needed	4	80
3. Ear infections are treated by a (a) audiologist (b) psychologist (c) physician	1	20
4. Circle all signs of hearing loss		
a. Looks at people's faces	3	60
b. turns TV too loud	4	80
c. Does worse in school	3	60
d. Goes to bed early	5	100
e. Complains about ears	5	100
f. Eats less	5	100
g. Says "huh" all the time	3	60

(continued on page 26)

Table 16 (continued)

Statement				Correct Responses No.	Correct Responses %
True or False					
5.	T	F	Speech pathology and audiology are the same thing	3	60
6.	T	F	Parents can help their child at home	3	60
Mean				44	73

Information in the above tables shows that parents correctly responded to 64 percent of the questions pertaining to children's language problems and 73 percent of the questions on hearing problems. Based on the evaluation of one training session only, this objective was partially achieved.

Objective 2. The parents of children in the model program will display knowledge of referral sources that can provide services to their children as measured by a feedback questionnaire. It is expected that all parents of children in the program will name one or more referral source.

At the end of the 1978-79 program, a parent meeting was held during which the parents were asked to complete a questionnaire indicating their knowledge of referral sources that provided services to handicapped children. They were to list the agencies, the services each agency provided, and tell if they thought the agency could help their child.

Ten parents attended the meeting and completed the questionnaire. Each named at least one agency; seven parents named two or more agencies. Since some of the parents of the program participants did not attend the meeting or complete a questionnaire, it could not be determined if this objective was achieved.

Objective 3. The parents of children in the model program will respond positively to the model preschool program for hearing impaired children as measured by their responses on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

To determine parental response to the preschool program for hard-of-hearing children, a questionnaire was developed consisting of seven positive statements pertaining to the preschool handicapped program.

Parents were asked to respond to each statement by choosing one of four answers that best expressed the way they felt about the program. The choices were (1) all of the time, (2) most of the time, (3) some of the time, and (4) none of the time. The items on the questionnaire and a summary of parents' responses are shown in Table 17.

Table 17: SUMMARY OF PARENT RESPONSES TO THE PRESCHOOL HANDICAPPED PROGRAM ON A FEEDBACK QUESTIONNAIRE

Item	All of the time		Most of the time		Some of the time		None of the time	
	No.	%	No.	%	No.	%	No.	%
1. The class has been helpful to my child.	10	91			1	9		
2. There is someone in the class I feel free to talk to.	8	73	3	27				
3. The class helps me to understand my child.	7	64	4	36				
4. The teachers care how my child feels.	11	100						
5. The teachers show respect for my child.	11	100						
6. The people in the class respect me.	10	91	1	9				
Total	57	86	8	12	1	2		

Eleven questionnaires were completed by parents, representing 7 of the 12 families having children in the program. This indicates that 58 percent responded. Those ten persons indicated 98 percent positive response to the statements on the questionnaire. This objective was achieved by those who completed the questionnaire.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

The following table summarizes the evaluation findings for the Preschool Hard-of-Hearing Program.

Table 10: SUMMARY OF EVALUATION FINDINGS

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	Objective Achieved No
Overall						
Obj. 1	Project Records	Referrals made by 10 agencies	Project Staff	Referrals made by 15 agencies	X	
Obj. 2	All subtests of the Teaching Research Curriculum Test and Portage Behavior Checklist--socialization subtest	Mean number of tasks mastered on posttest 15 percent higher than pretest	Students in program	106.7 percent improvement in adaptive skills	X	
Obj. 3	Project Records	All parents attend three training activities	Parents of children enrolled	Parents of 12 of the 15 children enrolled attended 3 or more activities		X
Identification Component						
Obj. 1	Roster	20 children located	Project Staff	15 children located		X
Obj. 2	Evaluation Report	a) handicapping condition b) identified needs c) recommended service	Students in program	a), b), and c) for each child in	X	
Instructional Component						
Obj. 1	Language subtests of Teaching Research Curriculum Placement test or teacher made Speech reading test	Mean posttest score 10 percent higher than mean pretest score	Students in program	80 percent improvement on language test 10 percent improvement on Speech reading test	X X	

(continued on page 29)

Table 18 (continued)

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved Yes	Objective Achieved No
Obj. 2	Portage Behavior Checklist-socialization subtest and	Mean number of tasks mastered-10	Students in Program	Mean number of tasks mastered--7.7		X
	Maladaptive Behavior Checklist	Posttest score 10 percent lower than pretest	Students in Program	Posttest 58.6 percent lower than pretest	X	
Obj. 3	Portage Behavior Checklist -- motor subtest	Mean no. of tasks mastered on posttest 20 percent higher than pretest	Students in program	61.3 percent more tasks mastered on posttest than on pretest	X	
Obj. 4	Teaching Research Curriculum--cognitive subtest	Mean no. of tasks mastered on posttest 10 percent higher than pretest	Students in program	Well above 10 percent improvement	X	
Parent-Family Component						
Obj. 1	Feedback Questionnaire or rating scale	70 percent of parents will achieve the training objective	Parents	One CRT with 74 percent correct answers, one with 64 percent	Partially	
Obj. 2	Feedback Questionnaire	All parents will name one or more referral source	Parents	10 parents named at least one referral source. Questionnaire not completed by 5 parents.	Partially	
Obj. 3	Feedback Questionnaire	70 percent mean positive responses	Parents	11 parents completed questionnaire --98 percent positive	Partially	

B. Conclusions

From the evaluation findings, the following conclusions are made:

1. Extensive screening activities were conducted by the project staff in the process of locating children with hearing impairments in the two county area and it appears that all potential hearing impaired children had an opportunity to receive screening services.

2. The project staff has done an excellent job in coordinating project activities with activities and programs of other community group and agencies.

3. The project is serving the needs of 15 children with hearing difficulties in a two county area where such services have previously not been available for such handicapped children.

4. Preschool children in the area with hearing impairments have had ample opportunity to receive project services even though the desired number of 20 were not served.

5. As a whole the program was successful in improving the developmental skills of the participants as all of the instructional component objectives were achieved as measured by one or more tests.

6. Parents who were actively involved responded very positively towards the program, but it was difficult to involve some of the parents.

C. Recommendations

The following recommendations are made and based on the conclusions:

1. Every effort should be made to continue the program to provide services to hearing impaired children. The use of state, local, and 94-142 monies might be sought to continue project activities.

2. It is recommended that a feasibility study be done to determine the possibility of the development of satellite centers in adjoining counties. These counties are rural in nature and are not able to provide adequate services to hearing impaired children by themselves. The Special Education division of the SEA should assist in the development of the feasibility study and subsequent feasible satellite programs.

3. If school based programs are found to be not feasible, it is recommended that the possibility for home based programs for hearing impaired children be explored in this rural region of the state.

4. Information about the program should be disseminated to school districts and to community agencies throughout Arkansas.

5. It is recommended that project staff review information of validated programs for hearing impaired children to locate some that have successful parent involvement activities. A visit to these programs might provide suggestions for improving their parent-family component.

APPENDIX

Texarkana Program for School-Home-Community Services for Hearing Impaired Children

EVALUATION DESIGN SUMMARY CHART

OVERALL PROGRAM

1978-79

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The project staff will demonstrate ability to involve community agencies and groups in initiating a model program for the children with hard-of-hearing handicaps as indicated by project records. It is expected that records will show that at least 10 different community agencies or groups have provided referrals to project participants.	Project Records	Throughout the project	Number of community agencies or groups providing	Community agencies	Throughout the project	Project Staff
2. The students in the project will improve their adaptative skills as measured by the total number of skills mastered. It is expected that students will make a 15 percent gain in the total number of skills mastered.	Teaching Research Curriculum Placement Test Portage Behavior Checklist	Already Available	Total number of tasks mastered	3-5 year old hard-of-hearing children in the project	Pretest Oct. 1978 Posttest May 1979	Project Staff
3. The parents of children in the program will respond positively to the model hard-of-hearing project as indicated by their participation in the parent training activities. It is expected that project records will show that parents of all children attended at least three training activities.	Project Records	Throughout the program	Number of parents attending training activities	Parents of participants in program	Throughout Project	Project Staff

IDENTIFICATION COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. By the end of May, 1979, the project staff will have located preschool children, ages 3-5, with hard-of-hearing handicaps in the project area. It is expected that 20 such children will be located and that a roster of such children will be available showing name, place of residence, and a description of the severity of the handicapped condition	Roster	May, 1979	Name of child, place of residence severity of handicap	3-5 year old hard-of-hearing children in the project area	Throughout the year	Project Staff
2. By the end of May, 1979, the children that have been found with hard-of-hearing handicaps will have received appraisal services, and an evaluation report will be available on them. It is expected that a checklist will show that each participating child's evaluation report contains information about the (a) nature of the handicapping condition, (b) identified needs of the child, and (c) recommendations of types of services and/or activities most appropriate for the child.	Checklist of data on evaluation report	Checklist is already available	Information on nature of handicapping condition, needs of the child	3-5 year old hard-of-hearing children in the project area	Throughout the year	Project Staff

INSTRUCTIONAL COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The participants in the model program will improve their language or speech reading skills as measured by the Teaching Research Curriculum placement test or a teacher made speech reading/auditory training checklist. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.	Teaching Research Curriculum Placement Test-Language Section Teacher made speech reading/auditory training checklist	Already Available Already Available	Information will be collected on receptive and expressive language skills Lip reading and sign reading skills	Participants in the program	Pretest Oct. 1978 Posttest May, 1979	Project Staff
2. The participants in the model program will improve their social skills as measured by (a) the Portage Behavior Checklist and (b) the Maladaptive Behavior Checklist. It is expected that (a) the mean number of social skills mastered by the participating students during the 1978-79 school year will be 10, and (b) the posttest score will be 10 percent lower than the pretest score.	Portage Behavior Checklist Maladaptive Behavior Checklist	Already Available September, 1979	Data on various social skills Incidence of maladaptive behavior	Participants in the program	Pretest Oct., 1978 Posttest May, 1979	Project Staff

INSTRUCTIONAL COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The participants in the model program will improve their physical movement skills as measured by the Teaching Research Curriculum for Moderately and Severely Handicapped Placement Test. It is expected that the mean number of tasks mastered at the end of the year will be at least 20 percent greater than the mean number of tasks mastered at the beginning of the year.	Teaching Research Curriculum Placement Test - Motor Development Skills section	Already Available	Information will be collected on gross motor, fine motor, body orientation, and strength skills	Participants in the program	Pretest Oct., 1978 Posttest May, 1979	Project Staff
4. The participants in the model program will improve their cognitive skills as measured by the Teaching Research Curriculum for Moderately and Severely Handicapped Placement Test. It is expected that the mean number of tasks mastered at the end of the year will be at least 10 percent greater than the mean number of tasks mastered at the beginning of the year.	Teaching Research Curriculum Placement Test - Cognitive Skills Section	Already Available	Information will be collected on the following concepts: number, monetary, time, personal information, and cultural	Participants in the program	Pretest Oct.,1978 Posttest May, 1979	Project Staff

PARENT-FAMILY COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The parents of children in the model program will demonstrate knowledge of techniques for helping their child at home as measured by feedback questionnaires given at the end of each group training session or by a rating scale given at the end of an individual training session. It is expected that 70 percent of the parents will achieve the objectives of the group training sessions or receive a rating of very good, good, or average at the individual training session.	Feedback Questionnaire	Prior to each training session	Various techniques for helping hard-of-hearing children at home	Parents of participants in the program	At the end of each training session	Project Staff
2. The parents of children in the model program will display knowledge of referral sources that can provide services to their children as measured by a feedback questionnaire. It is expected that all parents of children in the program will name one or more referral source.	Feedback Questionnaire	Already Available	Knowledge of referral sources	Parents of participants in the program	May, 1979	Project Staff

PARENT-FAMILY COMPONENT
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The parents of children in the model program will respond positively to the model preschool program for hearing impaired children as measured by their responses on a feedback questionnaire. it is expected that 70 percent of the responses will be positive.	Feedback Questionnaire	Already Available	Positive and negative responses toward the program will be collected	Parents of participants in the program	May, 1979	Project Staff

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
OMB NO. 51-R1091

PROGRAM PERFORMANCE REPORT (Discretionary Grants)

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulation (45 CFR Pt. 74, Subpt. C).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
August 10, 1979	G007602068
3. Period of Report: From:	**To:**
January 1, 1979	June 30, 1979

4. Grantee Name and Descriptive Name of Project:

Final Rept.

Texarkana Arkansas School System #7
Miller County Special Education Co-op
A School-Home-Community Program for Three, Four, and Five Year Old Hearing Impaired Children

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Ken Reich	

Part II *("Accomplishment" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization or categories listed below in presenting their performance reports. The categories are typical activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's Services
(2) Parent/Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice
Evaluation	Training

Programs 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs, e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training of personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration)*.

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss information materials released, reports in newspapers, maga-

OE FORM 90374, 9/76

zines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts of in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a decision by volunteers) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).*

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.).*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Data

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded						
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing		6	1			
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speech Impaired	1	7				
9. Other Health Impaired						
10. Orthopedically Impaired						
11. Total	1	13	1			
12. Multihandicapped	1	4	1			

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalents)
Professional Personnel (excluding teachers)	2	
Teachers	2	
Paraprofessional	2	

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	
Diagnostic and Evaluative	37
Found to Need Special Help	10
Other Research Activities	3

Table II

Previously Unreported Evaluation Data

Handicapped Area of Primary Exceptionality	Number of Persons Served Reported Previously	Number of Students Received Assistance During by Degree Sought			
		AA	BA	MA	Post MA
Multihandicapped					
Administration					
Early Childhood					
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing	6				
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL					

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Table IIIA
Placement of Children Participating in Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
NOTE: Count each child only once by primary type of placement below.

TYPE OF PLACEMENT			NUMBER OF CHILDREN	
			FULL-TIME	PART-TIME
INTEGRATED PLACEMENT *(i.e., in regular programs with children who are NOT handicapped)*	Nursery schools			
	Day care programs			
	Head Start			
	Pre-Kindergarten			
	Kindergarten		6	
	Primary grades	First	3	
		Second		
		Other		
SPECIAL EDUCATION PLACEMENT *(i.e., in special early childhood classes for handicapped children set aside in regular private or public schools)*	Pre-kindergarten			
	Kindergarten			
	Primary grades	First		
		Second		
		Other		
INSTITUTIONAL PLACEMENT	Scheduled to remain in Early Childhood Program next year			
	Other (specify) Arkansas School for the Deaf		1	
	Temple Memorial Treatment Cnt.			2

Table IIIB

	NUMBER		PERCENT
Cumulative number of child ren entered into integrated placement *(if known)* prior to this report period	12	Estimated retention rate of cumulative number in integrated placement	8%

PART II - "ACCOMPLISHMENT" REPORTING

1. Direct and Supplementary Services for Children

A. Accomplishments

The School-Home-Community Program began the school year with ten students. Five students were added to the program as they were located.

The location effort involved five school districts in Miller County and three districts in Little River County for a total of eight school districts.

Location activities included newspaper articles, spot announcements on all radio and television stations, placement of posters in stores, laundrymats and other public places, notices of program availability sent home with all elementary students, and presentations made to County Health Units, Social Services personnel, Neighborhood Centers and PTA groups.

The identification efforts during the 1978-79 year concerned the conduction of hearing screening of all children of kindergarten age and three and four year old children in the eight school districts by project staff and an audiologist. These screenings involved approximately 935 three, four and five year old children. A hearing screening and pure tone threshold test was conducted on children with possible problems. Children who failed both tests were scheduled for a complete audiometric evaluation by an audiologist.

The children enrolled in the program have a hearing loss or delayed speech due to hearing loss as determined by the audiologist. Fifteen students are presently enrolled in the class. Thrity-seven other children with hearing problems were identified but after medical intervention the problems were corrected and thus they were not eligible for the program.

The Teaching Research Curriculum for Moderately and Severely Handicapped, the Portage Guide to Early Education were administered to determine developmental levels of each child. The children referred by the project staff were tested by a certified psychological examiner using the Riley Preschool Developmental Screening Inventory, Peabody Picture Vocabulary Test, and Stanford-Binet Intelligence Scale to measure learning potential.

The instructional program for each child is individualized, based on measured developmental levels. Individual Education Plans are written in the areas of receptive and expressive language, reading, writing, motor and cognitive skills. Through technical assistance provided by Westar, a consultant from Teaching Research Infant and Child Center in Monmouth, Oregon conducted a workshop using their validated Curriculum for Moderately and Severely Handicapped. A clipboard to be used as a tracking system was developed for each child using this particular program.

B. Slippages in Attainment and Reason for Slippages

All but one objective was achieved in the Instructional Component. Perhaps the goal of improving at least 10 new socilization tasks was to high considering the ages of the children in the class.

2. Parent and Family Participation

A. Accomplishments

Project staff has worked with parents throughout the screening and evaluative process. Orientation to project objectives was presented to parents and the need for their participation stressed. Parents were scheduled to come and observe the classroom. At this time they were shown ways to help their child at home and told of referral sources for their child. Parent observations in the class are encouraged.

Parents are contacted by home visits, telephone or letter about problems with the student. Progress reports are discussed with parents at six-week intervals.

A PTA Open House was held so any interested parent could observe classroom facilities and equipment and teachers were present to answer any questions parents had regarding the program.

A dinner meeting at the end of the school year provided a relaxing evening for staff, parents, and students.

An audiologist and speech therapist from Temple Memorial Treatment Center talked to the parents on hearing and speech problems. Parents had an opportunity to ask questions.

B. Slippages in Attainment and Reasons for Slippages

All of the goals in the Component were not reached, but it seemed impossible to schedule training sessions because most of the parents worked and most showed a lack of interest in helping their child.

3. Assessments of Child's Progress

A. Accomplishments

Audiologist assessments indicated increased utilization of residual hearing. These assessments are conducted by a licensed audiologist and reflect the benefits of auditory training on a daily basis.

The Teaching Research Curriculum placement test was administered to show developmental gains.

A clipboard tracking system showed daily progress on each child in each of the curriculum areas.

4. In-Service Training for Project Staff

A. Accomplishments

As part of the Westar Agreement, a workshop was held by a consultant of Teaching Research. The entire staff attended. The consultant observed the teachers and aides using the curriculum and offered any suggestions and answered questions the staff had.

A district-wide In-Service Workshop was held at College Hill Jr. High School in various areas. The staff participated in the workshops for Special Education.

5. Training for Personnel from Other Programs or Agencies

A. Accomplishments

Community agencies have been informed about the program through personal contacts and mail.

Students from the Texarkana Community College and East Texas State University at Texarkana Nursing Department and kindergarten program have observed the program.

6. Demonstration and Dissemination Activities

A. Accomplishments

A brochure with pictures and information about the program has been printed. A printed information sheet giving details or the program as to the purpose, goals, participants, funding, etc., has been prepared for mail-outs. The brochure and information sheets have been mailed to persons requesting information about the program.

A picture and slide display was shown at the Arkansas Council on Children Under Six in Hot Springs, Arkansas in October, 1978.

A presentation was made by members of the Arkansas Consortium which includes Texarkana.

The "Out Basket", a newsletter from Henderson State University at Arkadelphia, Arkansas published an article about the preschool program in July , 1978. The newsletter has state-wide dissemination.

A materials list is complete and is available upon request.

7. Coordination with Other Agencies

A. Accomplishments

Presentations have been made to community groups and agencies including medical, nursing, Social Service, ministers, PTA's, public health units, etc. to explain the program and request referral information.

The staff worked closely with the audiologist doing hearing evaluation and audiological assessments from the Temple Home Treatment Center. This is a private center for handicapped children.

The Texarkana School District provided the building facility for the project as well as office space, part-time secretarial help, bus service, cafeteria services, supplies and equipment.

The Advisory Council, representing the school, community, and parents, has helped with dissemination activities.

Coordination with the eight LEA's in the target area resulted in cooperative screeing of all children in kindergarten units, as well as cooperation in screening of three and four year old children.

8. Continuation and Replication

A. Accomplishments

Hearing screenings will continue in the local district next year. Services will be offered to the program students placed in kindergarten and first grade through the Special Education Department.

MEETINGS AND VISITS

Date	Activities	Staff Attending
9-1-78	Arkansas BEH Consortium, North Little Rock, Arkansas. Planning of presentation at ACCUS Meeting in Hot Springs, Arkansas.	Ken Reich Dona Odom
10-6-78	Arkansas Council on Children Under Six Conference, Hot Springs, Arkansas. Picture and slide display and presentation.	Ken Reich Dona Odom
10-23-78	Mainstreaming Deaf Students. Talked with Ashdown, Arkansas Teachers on the mainstreaming of deaf students.	Dona Odom Cherie May
11-5-8-78	Annual Directors Conference, Washington, D.C. Received guidance in planning for the year and heard about other BEH projects.	Ken Reich Dona Odom
11-13-78	PTA Open House, Carver School, Texarkana. Parents visited class and teachers	Cherie May Jeannie Snodgrass Nancy Merritt Pam Ryan
1-22-79	District-Wide In-Service Workshop- College Hill Jr. High, Texarkana. Workshops in various areas - Staff attended Special Education Workshops	Ken Reich Nancy Merritt Pam Ryan Cherie May Jeannie Snodgrass
1-29-30-79	Workshop: WESTAR Teaching Research of Oregon presented curriculum and parent training.	Dona Odom Cherie May Jeannie Snodgrass Nancy Merritt
1-26-79	Advisory Council Meeting- Luncheon at Holiday Inn, Texarkana. Discussed program and ending of funds.	Ken Reich Dona Odom Nellie Mosley Jeannie Snodgrass Cherie May Nancy Merritt
2-12-79	Talked to class at Texarkana Community College about Deaf Awareness	Cherie May
2-26-3-2-79	Grantsmanship Training Program, Little Rock, Arkansas. Training to write grants and sources of funding.	Dona Odom
3-6-79	Arkansas School for the Deaf, Little Rock, Arkansas Enrolled student and toured school, classes and facilities.	Dona Odom Cherie May

Date	Activities	Staff Attending
4-12-79	Parent Meeting - Audiologist and Speech Therapist from Temple Memorial Treatment Center spoke to parents on hearing and speech problems.	Jeannie Snodgrass Cherie May Nancy Merritt Dona Odom
5-15-79	Advisory Council Meeting - Luncheon Holiday Inn, Texarkana. Staff expressed their appreciation to all that served on the Advisory Council.	Ken Reich Dona Odom Cherie May Jeannie Snodgrass Nancy Merritt Nellie Mosley
5-17-79	Parent Dinner Meeting - Instructional Center, Texarkana. Dinner served and program evaluation done by parents.	Ken Reich Dona Odom Cherie May Jeannie Snodgrass Nancy Merritt